

Table 1. Students Underprepared in Math: First Developmental or College-Level Math Course Taken, by Retention Status, 2004

Western Kentucky University

		Underprepared in math	%
Retained at native institution	First developmental or college math courses taken:		
	Took developmental course	380	55.4%
	Took at college level with supplemental help only	38	5.5%
	Took at college level, placed out of dev. with inst. exam	8	1.2%
	Took at college level without taking dev. or placing out	122	17.8%
	Did not take subject, placed out of dev. with inst. exam	13	1.9%
	Did not take subject, did not place out of dev. with inst. exam	125	18.2%
	Total	686	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	439	64.0%
	Did not take dev./suppl. education or place out	247	36.0%
Not retained at native institution	First developmental or college math courses taken:		
	Took developmental course	217	45.7%
	Took at college level with supplemental help only	6	1.3%
	Took at college level, placed out of dev. with inst. exam	2	0.4%
	Took at college level without taking dev. or placing out	27	5.7%
	Did not take subject, placed out of dev. with inst. exam	35	7.4%
	Did not take subject, did not place out of dev. with inst. exam	188	39.6%
	Total	475	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	260	54.7%
	Did not take dev./suppl. education or place out	215	45.3%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 1. Students Underprepared in Math: First Developmental or College-Level Math Course Taken, by Retention Status, 2004

Western Kentucky University

		Underprepared in math	%
Total students underprepared in math	First developmental or college math courses taken:		
	Took developmental course	597	51.4%
	Took at college level with supplemental help only	44	3.8%
	Took at college level, placed out of dev. with inst. exam	10	0.9%
	Took at college level without taking dev. or placing out	149	12.8%
	Did not take subject, placed out of dev. with inst. exam	48	4.1%
	Did not take subject, did not place out of dev. with inst. exam	313	27.0%
	Total	1,161	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	699	60.2%
	Did not take dev./suppl. education or place out	462	39.8%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 2. Students Underprepared in English: First Developmental or College-Level English Course Taken, by Retention Status, 2004

Western Kentucky University

		Underprepared in English	%
Retained at native institution	First developmental or college English course taken:		
	Took developmental course	349	63.2%
	Took at college level with supplemental help only	102	18.5%
	Took at college level without taking dev. or placing out	75	13.6%
	Did not take subject, placed out of dev. with inst. exam	3	0.5%
	Did not take subject, did not place out of dev. with inst. exam	23	4.2%
	Total	552	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Took dev./suppl. education or placed out	454	82.2%
	Did not take dev./suppl. education or place out	98	17.8%
Not retained at native institution	First developmental or college English course taken:		
	Took developmental course	236	59.1%
	Took at college level with supplemental help only	30	7.5%
	Took at college level without taking dev. or placing out	40	10.0%
	Did not take subject, placed out of dev. with inst. exam	15	3.8%
	Did not take subject, did not place out of dev. with inst. exam	78	19.5%
	Total	399	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Took dev./suppl. education or placed out	281	70.4%
	Did not take dev./suppl. education or place out	118	29.6%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 2. Students Underprepared in English: First Developmental or College-Level English Course Taken, by Retention Status, 2004

Western Kentucky University

		Underprepared in English	%
Total students underprepared in English	First developmental or college English course taken:		
	Took developmental course	585	61.5%
	Took at college level with supplemental help only	132	13.9%
	Took at college level without taking dev. or placing out	115	12.1%
	Did not take subject, placed out of dev. with inst. exam	18	1.9%
	Did not take subject, did not place out of dev. with inst. exam	101	10.6%
	Total	951	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Took dev./suppl. education or placed out	735	77.3%
	Did not take dev./suppl. education or place out	216	22.7%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 3. Students Underprepared in Reading: First Developmental Reading or College-Level Social Science Course Taken, by Retention Status, 2004

Western Kentucky University

		Underprepared in reading	%
Retained at native institution	First developmental reading or college social science course taken:		
	Took developmental course	401	86.1%
	Took at college level, placed out of dev. with inst. exam	4	0.9%
	Took at college level without taking dev. or placing out	53	11.4%
	Did not take subject, placed out of dev. with inst. exam	2	0.4%
	Did not take subject, did not place out of dev. with inst. exam	6	1.3%
	Total	466	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Took dev./suppl. education or placed out	407	87.3%
	Did not take dev./suppl. education or place out	59	12.7%
Not retained at native institution	First developmental reading or college social science course taken:		
	Took developmental course	242	75.6%
	Took at college level, placed out of dev. with inst. exam	6	1.9%
	Took at college level without taking dev. or placing out	35	10.9%
	Did not take subject, placed out of dev. with inst. exam	15	4.7%
	Did not take subject, did not place out of dev. with inst. exam	22	6.9%
	Total	320	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Took dev./suppl. education or placed out	263	82.2%
	Did not take dev./suppl. education or place out	57	17.8%

Note: The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 3. Students Underprepared in Reading: First Developmental Reading or College-Level Social Science Course Taken, by Retention Status, 2004

Western Kentucky University

		Underprepared in reading	%
Total students underprepared in reading	First developmental reading or college social science course taken:		
	Took developmental course	643	81.8%
	Took at college level, placed out of dev. with inst. exam	10	1.3%
	Took at college level without taking dev. or placing out	88	11.2%
	Did not take subject, placed out of dev. with inst. exam	17	2.2%
	Did not take subject, did not place out of dev. with inst. exam	28	3.6%
	Total	786	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Took dev./suppl. education or placed out	670	85.2%
	Did not take dev./suppl. education or place out	116	14.8%

Note: The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 7. Grade in First Developmental Math Course: Students Underprepared in Math, 2004

<i>Western Kentucky University</i>		
	N	%
<i>Grade in first developmental math course</i>		
A	58	8.8%
B	92	13.9%
C	149	22.5%
D	111	16.8%
F/E	184	27.8%
Withdrew	68	10.3%
Total	662	100.0%
<i>Successful completion of first developmental math course</i>		
Did not successfully complete first course	363	54.8%
Successfully completed first course	299	45.2%

Note: Grade in first developmental math course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 8. Grade in First Developmental English Course: Students Underprepared in English, 2004

<i>Western Kentucky University</i>		
	N	%
<i>Grade in first developmental English course</i>		
A	167	27.4%
B	130	21.3%
C	127	20.9%
D	40	6.6%
F/E	116	19.0%
Withdrew	29	4.8%
Total	609	100.0%
<i>Successful completion of first developmental English course</i>		
Did not successfully complete first course	185	30.4%
Successfully completed first course	424	69.6%

Note: Grade in first developmental English course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 9. Grades in First Developmental Reading Course: Students Underprepared in Reading, 2004

<i>Western Kentucky University</i>		
	N	%
<i>Grade in first developmental reading course</i>		
A	116	17.3%
B	191	28.5%
C	179	26.7%
D	62	9.2%
F/E	95	14.2%
Withdrew	28	4.2%
Total	671	100.0%
<i>Successful completion of first developmental reading course</i>		
Did not successfully complete first course	185	27.6%
Successfully completed first course	486	72.4%

Note: Grade in first developmental Reading course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 10. Students' Grades in their First College-Level Math Course by Preparation Level and Developmental Education in Math, 2004

Western Kentucky University

	Grade in first college-level math course					Students taking college-level math
	A	B	C	D	F	
Prepared	30.5%	28.0%	22.8%	9.8%	8.9%	1,330
Underprepared, took dev. course or placed out	8.8%	22.1%	34.7%	17.5%	16.8%	285
Underprepared, no dev. course or placement out	14.1%	26.2%	26.2%	17.4%	16.1%	149
All students	25.6%	26.9%	25.0%	11.7%	10.8%	1,764

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 11. Students with Grades of C or Better in their First College-Level Math Course by Preparation Level and Type of Education in Math, 2004

Western Kentucky University

		Students taking college-level math	Grade in first college-level math course	
			A-C	D-F
Students' preparation level				
Prepared	Total	1,330	81.3%	18.7%
	Developmental courses or placements in math:			
	Took developmental course	190	80.0%	20.0%
	Took at college level with supplemental help only	146	80.1%	19.9%
	Took at college level, placed out of dev. with inst. exam	5	.	.
	Took at college level without taking dev. or placing out	989	81.6%	18.4%
Underprepared, took dev. course or placed out	Total	285	65.6%	34.4%
	Developmental courses or placements in math:			
	Took developmental course	231	63.6%	36.4%
	Took at college level with supplemental help only	44	70.5%	29.5%
	Took at college level, placed out of dev. with inst. exam	10	90.0%	10.0%
Underprepared, no dev. course or placement out	Total	149	66.4%	33.6%
	Developmental courses or placements in math:			
	Took at college level without taking dev. or placing out	149	66.4%	33.6%

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 12. Students' Grades in their First College-Level English Course by Preparation Level and Developmental Education in English, 2004

Western Kentucky University

	Grade in first college-level English course					Students taking college-level English
	A	B	C	D	F	
Prepared	41.4%	33.4%	14.1%	3.6%	7.6%	1,697
Underprepared, took dev. course or placed out	17.2%	35.8%	25.7%	8.5%	12.8%	483
Underprepared, no dev. course or placement out	20.0%	37.4%	26.1%	1.7%	14.8%	115
All students	35.2%	34.1%	17.1%	4.5%	9.1%	2,295

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 13. Students with Grades of C or Better in their First College-Level English Course by Preparation Level and Type of Education in English, 2004

Western Kentucky University

		Students taking college-level English	Grade in first college-level English course	
			A-C	D-F
Students' preparation level				
Prepared	Total	1,697	88.8%	11.2%
	Developmental courses or placements in English:			
	Took developmental course	7	85.7%	14.3%
	Took at college level with supplemental help only	63	74.6%	25.4%
	Took at college level without taking dev. or placing out	1,627	89.4%	10.6%
Underprepared, took dev. course or placed out	Total	483	78.7%	21.3%
	Developmental courses or placements in English:			
	Took developmental course	351	74.6%	25.4%
	Took at college level with supplemental help only	132	89.4%	10.6%
Underprepared, no dev. course or placement out	Total	115	83.5%	16.5%
	Developmental courses or placements in English:			
	Took at college level without taking dev. or placing out	115	83.5%	16.5%

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 14. Students' Grades in their First College-Level Social Science Course by Preparation Level and Developmental Education in Reading, 2004

Western Kentucky University						
	Grade in first college-level social science course					Students taking college-level social science
	A	B	C	D	F	
Prepared	25.9%	29.7%	24.0%	9.3%	11.1%	1,860
Underprepared, took dev. course or placed out	6.4%	22.5%	30.5%	16.3%	24.3%	485
Underprepared, no dev. course or placement out	12.5%	23.9%	25.0%	8.0%	30.7%	88
All students	21.5%	28.1%	25.3%	10.6%	14.4%	2,433

Note: Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 15. Students with Grades of C or Better in their First College-Level Social Science Course by Preparation Level and Type of Education in Reading, 2004

Western Kentucky University

		Students taking college-level social science	Grade in first college-level social science course	
			A-C	D-F
Students' preparation level				
Prepared	Total	1,860	79.6%	20.4%
	Developmental courses or placements in reading:			
	Took developmental course	17	52.9%	47.1%
	Took at college level without taking dev. or placing out	1,843	79.9%	20.1%
Underprepared, took dev. course or placed out	Total	485	59.4%	40.6%
	Developmental courses or placements in reading:			
	Took developmental course	475	59.2%	40.8%
	Took at college level, placed out of dev. with inst. exam	10	70.0%	30.0%
Underprepared, no dev. course or placement out	Total	88	61.4%	38.6%
	Developmental courses or placements in reading:			
	Took at college level without taking dev. or placing out	88	61.4%	38.6%

Note: Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 16. Students' Retention to the Second Year by Math Preparation Level and Type of Math Education, 2004

Western Kentucky University

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Students' preparation level						
Prepared	Total	1,832	73.8%	26.2%	81.3%	18.7%
	Developmental courses or placements in math:					
	Took developmental course	298	71.8%	28.2%	79.5%	20.5%
	Took at college level with supplemental help only	126	79.4%	20.6%	84.9%	15.1%
	Took at college level, placed out of dev. with inst. exam	5
	Took at college level without taking dev. or placing out	989	83.3%	16.7%	88.6%	11.4%
	Did not take subject, placed out of dev. with inst. exam	7	14.3%	85.7%	14.3%	85.7%
	Did not take subject, did not place out of dev. with inst. exam	407	51.6%	48.4%	65.1%	34.9%
Underprepared, took dev. course or placed out	Total	660	61.2%	38.8%	68.2%	31.8%
	Developmental courses or placements in math:					
	Took developmental course	568	62.5%	37.5%	70.1%	29.9%
	Took at college level with supplemental help only	34	82.4%	17.6%	88.2%	11.8%
	Took at college level, placed out of dev. with inst. exam	10	80.0%	20.0%	90.0%	10.0%
	Did not take subject, placed out of dev. with inst. exam	48	27.1%	72.9%	27.1%	72.9%

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 16. Students' Retention to the Second Year by Math Preparation Level and Type of Math Education, 2004

Western Kentucky University

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Underprepared, no dev. course or placement out	Total	462	53.5%	46.5%	62.3%	37.7%
	Developmental courses or placements in math:					
	Took at college level without taking dev. or placing out	149	81.9%	18.1%	85.9%	14.1%
	Did not take subject, did not place out of dev. with inst. exam	313	39.9%	60.1%	51.1%	48.9%

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 17. Students' Retention to the Second Year by English Preparation Level and Type of English Education, 2004

Western Kentucky University

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Students' preparation level						
Prepared	Total	2,069	73.0%	27.0%	80.5%	19.5%
	Developmental courses or placements in English:					
	Took developmental course	13	46.2%	53.8%	46.2%	53.8%
	Took at college level with supplemental help only	60	66.7%	33.3%	80.0%	20.0%
	Took at college level without taking dev. or placing out	1,627	81.7%	18.3%	87.1%	12.9%
	Did not take subject, did not place out of dev. with inst. exam	369	36.6%	63.4%	52.6%	47.4%
Underprepared, took dev. course or placed out	Total	711	61.0%	39.0%	68.4%	31.6%
	Developmental courses or placements in English:					
	Took developmental course	569	59.2%	40.8%	66.8%	33.2%
	Took at college level with supplemental help only	124	75.8%	24.2%	82.3%	17.7%
	Did not take subject, placed out of dev. with inst. exam	18	16.7%	83.3%	22.2%	77.8%
Underprepared, no dev. course or placement out	Total	216	45.4%	54.6%	52.3%	47.7%
	Developmental courses or placements in English:					
	Took at college level without taking dev. or placing out	115	65.2%	34.8%	71.3%	28.7%
	Did not take subject, did not place out of dev. with inst. exam	101	22.8%	77.2%	30.7%	69.3%

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 18. Students' Retention to the Second Year by Reading Preparation Level and Type of Education in Reading, 2004

Western Kentucky University

		Institutional retention			System retention	
		Retained at native institution	Not retained at native institution		Retained at any KY PSE institution	Not retained in KY PSE system
Students' preparation level						
Prepared	Total	2,098	71.8%	28.2%	80.0%	20.0%
	Developmental courses or placements in reading:					
	Took developmental course	25	56.0%	44.0%	64.0%	36.0%
	Took at college level without taking dev. or placing out	1,843	76.8%	23.2%	84.0%	16.0%
	Did not take subject, did not place out of dev. with inst. exam	230	33.0%	67.0%	50.0%	50.0%
Underprepared, took dev. course or placed out	Total	664	60.4%	39.6%	66.9%	33.1%
	Developmental courses or placements in reading:					
	Took developmental course	637	62.0%	38.0%	68.6%	31.4%
	Took at college level, placed out of dev. with inst. exam	10	40.0%	60.0%	50.0%	50.0%
	Did not take subject, placed out of dev. with inst. exam	17	11.8%	88.2%	11.8%	88.2%
Underprepared, no dev. course or placement out	Total	116	50.9%	49.1%	56.9%	43.1%
	Developmental courses or placements in reading:					
	Took at college level without taking dev. or placing out	88	60.2%	39.8%	64.8%	35.2%
	Did not take subject, did not place out of dev. with inst. exam	28	21.4%	78.6%	32.1%	67.9%

Note: Only coursework taken during the first year is included in this table. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 19. Students' Grade Point Average (GPA) at End of First Year by Math Preparation Level and Type of Education in Math, 2004

Western Kentucky University

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	1,832	2.79
	Developmental courses or placements in math:		
	Took developmental course	298	2.45
	Took at college level with supplemental help only	126	2.92
	Took at college level, placed out of dev. with inst. exam	5	.
	Took at college level without taking dev. or placing out	989	2.99
	Did not take subject, placed out of dev. with inst. exam	7	3.37
	Did not take subject, did not place out of dev. with inst. exam	407	2.47
Underprepared, took dev. course or placed out	Total	660	2.14
	Developmental courses or placements in math:		
	Took developmental course	568	2.09
	Took at college level with supplemental help only	34	2.58
	Took at college level, placed out of dev. with inst. exam	10	3.16
	Did not take subject, placed out of dev. with inst. exam	48	2.34
Underprepared, no dev. course or placement out	Total	462	2.04
	Developmental courses or placements in math:		
	Took at college level without taking dev. or placing out	149	2.44
	Did not take subject, did not place out of dev. with inst. exam	313	1.77

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 20. Students' Grade Point Average (GPA) at End of First Year by English Preparation Level and Type of Education in English, 2004

Western Kentucky University

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	2,069	2.75
	Developmental courses or placements in English:		
	Took developmental course	13	1.57
	Took at college level with supplemental help only	60	2.64
	Took at college level without taking dev. or placing out	1,627	2.82
	Did not take subject, did not place out of dev. with inst. exam	369	2.42
Underprepared, took dev. course or placed out	Total	711	2.05
	Developmental courses or placements in English:		
	Took developmental course	569	1.99
	Took at college level with supplemental help only	124	2.33
	Did not take subject, placed out of dev. with inst. exam	18	1.82
Underprepared, no dev. course or placement out	Total	216	2.09
	Developmental courses or placements in English:		
	Took at college level without taking dev. or placing out	115	2.29
	Did not take subject, did not place out of dev. with inst. exam	101	1.68

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 21. Students' Grade Point Average (GPA) at End of First Year by Reading Preparation Level and Type of Education in Reading, 2004

Western Kentucky University

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	2,098	2.70
	Developmental courses or placements in reading:		
	Took developmental course	25	2.17
	Took at college level without taking dev. or placing out	1,843	2.75
	Did not take subject, did not place out of dev. with inst. exam	230	2.23
Underprepared, took dev. course or placed out	Total	664	2.08
	Developmental courses or placements in reading:		
	Took developmental course	637	2.07
	Took at college level, placed out of dev. with inst. exam	10	2.56
	Did not take subject, placed out of dev. with inst. exam	17	2.23
Underprepared, no dev. course or placement out	Total	116	2.24
	Developmental courses or placements in reading:		
	Took at college level without taking dev. or placing out	88	2.23
	Did not take subject, did not place out of dev. with inst. exam	28	2.29

Note: Only coursework taken during the first year is included in this table. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006